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ABSTRACT

This report presents the conclusions of a consortium of organizations on the development of a framework for the appropriate preparation, use, and supervision of paraprofessionals in the delivery of speech and language services in early intervention and educational settings for children with communication disorders. The framework establishes three levels of paraprofessionals, with job titles such as aide, assistant, and associate, all working under the supervision of a licensed/certified speech language pathologist. Provided for each level is information on the nature of the role and its responsibilities, the education and training needed, and the degree of supervision required by individuals in that role. The framework also specifies the additional knowledge and skills needed by the speech-language pathologist to adequately supervise and use the various levels of paraprofessional personnel in a comprehensive service system. Also specifically identified are those activities which should remain outside the scope of responsibilities of a paraprofessional in speech-language pathology. Attached is a detailed matrix listing the roles and responsibilities, needed competencies/skills, and needed knowledge for each of the three paraprofessional levels. (DB)

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ED 406 788

REPORT OF THE CONSORTIUM OF ORGANIZATIONS ON THE PREPARATION AND USE OF SPEECH-LANGUAGE PARAPROFESSIONALS IN EARLY INTERVENTION AND EDUCATION SETTINGS

Consortium Organizations

American Speech-Language-Hearing Association
The Council for Exceptional Children
Division for Children's Communication Development
Council of Administrators of Special Education
Division for Early Childhood
Council of Language, Speech, and Hearing Consultants in State Education Agencies

January, 1997

Associations and organizations that participated in the development of this document may have standards, positions, guidelines, and other policies related specifically to the use and supervision of paraprofessionals, support personnel, or assistants. Members of the associations and organizations listed as accepting this document should contact their association or organization for additional information that may determine how they should use and supervise paraprofessionals, support personnel, or assistants.

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INTRODUCTION

Since its inception, the Individuals with Disabilities Education Act (IDEA) has embodied the concept of teams of professionals, often from different disciplines, working together to meet the needs of children and youth with disabilities and their families. The identification, assessment, individualized education program (IEP), individualized family service plan (IFSP), placement, and service delivery processes all specify or imply the use of various teams. For a variety of reasons, in recent years the team concept has expanded to include paraprofessionals as part of these teams. There are many reasons cited for the increased use of paraprofessionals. Paraprofessionals can provide an effective way of increasing the frequency and intensity of services for populations of children that are increasingly more diverse and complex. Paraprofessionals often are drawn from the surrounding community and may provide a link to families who are culturally and linguistically diverse. There is a need to be more cost-effective and to better allocate limited resources. The exclusive use of a one-on-one service model with a certified speech pathologist may not be an option in many education and early intervention agencies, especially those in rural and remote areas. At the same time, quality and access to service must be maintained for all those in need of service. One way to accomplish these diverse goals is by using different levels of paraprofessionals who can support speech-language pathologists. As professional roles expand there is a growing appreciation for paraprofessionals who can perform a diverse array of tasks.

While there is a growing awareness of the potential of paraprofessionals, there is equal concern for ensuring that paraprofessionals are appropriately integrated and have appropriate responsibilities. They should receive adequate training and supervision for the roles and responsibilities they assume. Although some States and some organizations have begun to articulate standards or guidance relative to the use of paraprofessionals in educational and early intervention settings, there is wide variance in the roles and standards in use to date. Changes in the service delivery system, increasing numbers of children who need communication and related services, ever-rising costs of providing services, and technological and scientific advances have resulted in an expanding scope of practice for the profession of speech-language pathology. Speech-language pathologists working in educational and early intervention settings have by necessity expanded their roles so that they are not only service providers, but also managers of service delivery. As managers, responsibilities include oversight of service delivery programs and supervision of personnel.

Paraprofessionals are people who, following academic, vocational and/or on-the-job training, are qualified to perform tasks as directed, and supervised by certified speech-language pathologists. The intent of using paraprofessionals is to extend the work of the speech-language pathologist. There can be different levels of paraprofessionals based on training and scope of responsibilities. Paraprofessionals can be used to carry out record keeping activities or to increase the frequency, intensity, efficiency, and availability of services; they can assist the supervising speech-language pathologist with generalization of learned skills to multiple settings; and they can assist with rehabilitation and restorative programs. The use of qualified paraprofessionals can increase access

to services for diverse and underserved populations, and increase diversity in the work force by having different levels of entry into the profession. The use of well trained and supervised paraprofessionals is one way to increase the frequency of services while maintaining the quality of services provided.

For this reason, representatives of six organizations[1] (American Speech-Language-Hearing Association, The Council for Exceptional Children, the Council of Administrators of Special Education of CEC, the Division for Children's Communication Development of CEC, the Division for Early Childhood of CEC, and the Council of Language, Speech, and Hearing Consultants in State Education Agencies) met as a consortium of interested organizations to develop a framework for the appropriate preparation, use, and supervision of paraprofessionals in the delivery of speech and language services in early intervention and educational settings. The framework includes three levels of paraprofessionals, that could be differentiated by titles such as aide, assistant, and associate, working under the supervision of a licensed and/or certified speech-language pathologist. Each level includes the roles and responsibilities, the education and training, and the degree of supervision needed by individuals in that role. The levels can serve as a career ladder, of sorts, in that individuals initially hired at one level may, with additional education and experience, be able to assume greater levels of responsibility. In addition, the framework clarifies the additional knowledge and skills needed by certified speech-language pathologists to adequately supervise and use various levels of personnel in a comprehensive system of services for children and youth with disabilities and their families.

This framework is intended for use by State Education Agencies (SEAs) and Local Education Agencies (LEAs) and state and local agencies responsible for early intervention services in developing rules and guidelines for various levels of personnel within the discipline of speech-language pathology; by institutions of higher education and education agencies in developing education and professional development programs within this discipline; by administrators and certified speech-language pathologists responsible for developing comprehensive systems of services; and by individuals interested in the career options and career paths available within this important profession. This framework recognizes that states may vary in the number of levels or the titles used within the state. Further, it does not include specifics of hiring, evaluation, or supervisory practices that must be developed by SEAs, LEAs, and state and local agencies responsible for early intervention services to provide a comprehensive set of guidelines for the appropriate education, use, and evaluation of speech-language paraprofessionals. Each state has distinct rules for credentialing all education and early intervention personnel. Thus, consideration for individual state rules must be given in the application of this framework.

The underlying assumption of this framework is that some tasks, procedures, or activities recommended for individuals with communication disorders can be performed successfully by

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[1] Representatives of the National Association of State Directors of Special Education also attended consortium meetings and commented on drafts of the report. These comments are reflected in the report.

persons other than speech-language pathologists if the persons conducting the activity are properly trained and supervised by fully licensed and/or certified speech-language pathologists. These assignments should be made as part of the IEP/IFSP process for individuals with communication disorders. Appropriate service delivery should be at the heart of the selection, management, supervision, and use of paraprofessionals.

As stipulated in federal and state laws concerning the IEP/IFSP process, it is important to remember that families are involved in decisions and informed about the level of service provider (i.e., speech-language pathologist or paraprofessional). The IEP/IFSP may delegate certain tasks to paraprofessionals, but the professionals retain the legal and ethical responsibility for all services provided or omitted. Use of paraprofessionals may be an appropriate option in some educational and early intervention agencies, particularly when supporting state education standards and qualifications, and local policies, procedures and administrative support exists. In agencies that do not have supporting standards and policies and administrative support, the use of paraprofessionals may be inappropriate.

The foundation for successfully using a paraprofessional service delivery model includes:

- Administrative understanding that will support the use of paraprofessionals in speech-language pathology.
- Administrative understanding of the benefits and restrictions of using paraprofessionals.
- Availability of speech-language pathologists with an understanding of the use of paraprofessionals.
- Appropriate target population for service by paraprofessionals.
- Availability of qualified people to work as paraprofessionals.
- Sufficient education so other personnel (e.g., teachers) are aware of the role of paraprofessionals when they are used.
- Availability of preparation for speech-language pathologists in the area of supervision of paraprofessionals in speech-language pathology.
- Availability of appropriate training programs for paraprofessionals in speech-language pathology.
- Provision of sufficient time and resources for speech-language pathologists to adequately train and supervise paraprofessionals in speech-language pathology.

It must be stressed that the use of paraprofessionals in speech-language pathology does not preclude active recruitment of speech-language pathologists to the workforce.

DIFFERENT LEVELS OF PARAPROFESSIONALS IN SPEECH-LANGUAGE PATHOLOGY

This framework identifies three levels of paraprofessionals in speech-language pathology. Level 1 (sometimes called "aides") differs from Level 2 (sometimes called "assistants") in the degree of education and training and, correspondingly, in the types of responsibilities that can be assigned to the paraprofessional. Likewise, Level 3 (sometimes called "associates") differs from Level 2 in that expectations at this level entail a baccalaureate degree in speech-language pathology and paraprofessionals at this level may be assigned higher level tasks than the Level 1 or 2 paraprofessional. These levels could be viewed as separate rungs of a career ladder for paraprofessionals that, for some, could culminate with a master's degree in speech-language pathology. Level 2 and Level 3 paraprofessionals may be given assignments within the scope of responsibility at lower level(s) of qualification. However, they should not perform tasks at higher level(s) unless they are engaged in a continuing or career ladder education program and provided appropriate supervision as a component of that program (see below). Some states may not recognize three different levels of paraprofessionals. In combining levels, states should ensure that the roles and responsibilities assigned to a particular level are consistent with the entry level requisites, as well as the expected knowledge and skills for that level.

RECOMMENDED REQUIREMENTS FOR THREE LEVELS OF PARAPROFESSIONALS IN SPEECH-LANGUAGE PATHOLOGY

1. **Responsibilities for a paraprofessional in speech-language pathology may be designated to an individual:**

   - Who meets expected training requirements for a specific level of paraprofessional in speech-language pathology;
   - Who demonstrates proficiency in required skills;
   - Who is supervised by a fully certified speech-language pathologist who has practiced for at least two years in the type of education or early intervention setting in which supervision will occur;
   - Who adheres to the scope of responsibilities appropriate for the level of paraprofessional in speech-language pathology;
   - Who performs tasks as directed by the supervising speech-language pathologist, and
   - Who adheres to applicable qualifying agency certification, registration or licensure laws and rules regulating the practice of speech-language pathology and use of

paraprofessionals in speech-language pathology working in education and early intervention settings.

2. **Descriptions of entry level education and training requirements to be credentialed and function at one or more levels as a paraprofessional in speech-language pathology follow.**

"Entry" level refers to the minimum amount of education and training required of an applicant to be qualified to work at a particular level as a paraprofessional in speech-language pathology. An applicant must have satisfactorily completed the entire spectrum of courses and training requirements recommended for a specific level to be qualified at that level. Possible education and training models for acquiring the requisite knowledge and skills to become credentialed at a particular level include preservice and career path (continuing) education programs.

"Preservice education" refers to a program of formal education approved by the appropriate entity, and completed by the applicant prior to undertaking any responsibilities as a speech-language paraprofessional. Preservice education may be provided by secondary or postsecondary institutions of education, or by the employing agency, depending on the level of education and training required.

"Career path education" refers to a program of education and experiences designed to develop the knowledge and skills necessary to carry out the responsibilities of the next level. Career path education may be made available as on-the-job training and supervised experience provided by a supervising speech-language pathologist; in-service training provided within a comprehensive system of personnel development (CSPD); or relevant coursework offered by a postsecondary program approved by the appropriate qualifying entity. Documentation of satisfactory completion of all relevant preservice and continuing education and training must be provided to the appropriate qualifying entity for an applicant to be considered for qualification at the next level.

Level 1

Entry Level Requisites: A High School degree or equivalent training or education, e.g., GED; completion of an approved preservice program of study and training for Level 1 speech-language paraprofessionals working in education settings.

Possible Preservice Education and Training Models: Include, but are not limited to the following: a secondary vocational training program for paraprofessionals in speech-language pathology; a 1-year postsecondary certificate program for paraprofessionals in speech-language pathology; employer sponsored preservice workshops for paraprofessionals in speech-language pathology; and relevant coursework from a postsecondary program approved by the qualifying entity.

Level 2

Entry Level Requisites: Associate degree in speech-language pathology, or educationally related field (e.g., early childhood) or equivalent training or experience; completion of an approved preservice program of study and training for Level 2 speech-language paraprofessionals working in education settings.

Level 3

Entry Level Requisites: Baccalaureate degree in speech-language pathology from a state approved and accredited postsecondary program with a minimum of 100 hours of supervised practicum experience or documented equivalent training or experience, preferably with at least 50% of this experience in pediatric/education settings.

ROLES AND RESPONSIBILITIES FOR A PARAPROFESSIONAL IN A SPEECH-LANGUAGE PATHOLOGY

Although the speech-language pathologist may delegate specific tasks to the paraprofessional in speech-language pathology, the legal (e.g., professional liability) and ethical responsibility cannot be delegated; it must remain the shared responsibility of the employing agency and the supervising speech-language pathologist. The paraprofessional in speech-language pathology may execute specific components of a speech and language program as specified in a speech/language plan under the direction and supervision of a speech-language pathologist. Tasks to be executed by the paraprofessional in speech-language pathology are only those that are within the scope of responsibilities for the paraprofessional and are tasks that the paraprofessional has the training and expertise to perform. The speech-language pathologist must provide at least the minimum specified level of supervision to ensure quality of services to all persons served. The amount of supervision may vary and must depend on the complexity of the case and the experience of the paraprofessional. The employing agency must maintain documentation of preservice training, in-service training, and supervision of the paraprofessional. The use of a paraprofessional in speech-language pathology should be considered only when appropriate.

General roles and responsibilities appropriate for each of the three levels of paraprofessionals are detailed in the tables that follow, along with the specific competencies and knowledge needed to perform those roles. It is important that paraprofessionals not engage in activities that are outside the scope of responsibilities for paraprofessionals at that level.

ACTIVITIES OUTSIDE THE SCOPE OF RESPONSIBILITIES OF A PARAPROFESSIONAL IN SPEECH-LANGUAGE PATHOLOGY

Different states may legally permit or restrict certain activities by paraprofessionals. Therefore, paraprofessionals must not operate outside of the parameters of state laws, regulations, policies, or guidelines.

To avoid possible misuse, the paraprofessional in speech-language pathology may not:

a. Perform standardized or nonstandardized assessments, formal or informal, unless specifically trained to provide such tests and evaluations and supervised by the speech-language pathologist.

b. Interpret test results beyond the prescriptions of test manuals.

c. Participate in conferences with family members, service conferences, or any interdisciplinary team meeting without the presence of the supervising speech-language pathologist or other speech-language pathologist designated by the supervising speech-language pathologist.

d. Write, develop, or modify an individualized plan in any way.

e. Assist or work with children in general or special education programs without following the individual plan prepared by the IEP, IFSP, or other collaborative team, or without access to supervision.

f. Sign any formal documents (e.g., individual plans, reimbursement forms, or reports). (The paraprofessional should sign or initial informal treatment notes for review and co-signature by the supervising professional.)

g. Select children for services independently.

h. Discharge a child from service.

I. Disclose clinical or confidential information either orally or in writing to anyone not designated by the LEA and/or other contracted employing agency.

j. Make referrals for additional services outside the scope of the intervention setting.

k. Communicate with the child, family, or others regarding any aspect of the child's status or service without the specific consent of the supervising speech-language pathologist.

l. Represent himself or herself as a speech-language pathologist.

SUGGESTED COMPETENCIES FOR THE SUPERVISING SPEECH-LANGUAGE PATHOLOGIST

Supervising speech-language pathologists are fully licensed and/or certified and meet the highest requirements in the state for employment as a speech-language pathologist. They will have acquired the knowledge, skills, and competencies needed to provide speech-language pathology services by meeting the academic and practicum requirements for obtaining full certification or licensure--generally a master's degree.

The paraprofessional in speech-language pathology should be supervised by a speech-language pathologist who is fully licensed and/or certified by the SEA or other appropriate licensing entity and meets the highest requirements in the state for employment as a speech-language pathologist and who has practiced speech-language pathology for at least 2 years in the type of setting in which supervision is provided. In addition, completion of at least one preservice course or continuing education unit in supervision is desired. Periodic updating of supervision skills through in-service training is also important. Because the supervision process is such a close, interpersonal experience, the supervising speech-language pathologist should participate in the selection of new paraprofessionals in speech-language pathology.

This document does not list all of the clinical and programmatic knowledge and competencies needed by the supervising speech-language pathologist. Following are additional competencies needed by the speech-language pathologist who will be responsible for supervising paraprofessional in speech-language pathology.

Competencies needed by a supervisor of Levels 1-3 paraprofessionals in speech-language pathology

(a) **Interviewing skills**

(b) **Mentoring**
- (i) can clarify the roles and responsibilities of various levels of paraprofessionals
- (ii) can delineate lines of authority
- (iii) can demonstrate/model behavior

(c) **Communication**
- (i) can apply interpersonal skills
- (ii) can demonstrates effective listening skills
- (iii) uses team-building skills
- (iv) exhibits effective written and oral skills to provide team management

(d) **Problem solving**
- (i) can resolve conflicts

(ii) can identify and clarify a problem
(iii) can assume the perspective of another

(e) **Motivation skills**
(i) able to create a positive environment
(ii) able to set achievable goals
(iii) rewards goal achievement
(iv) shows respect and acknowledge achievement of others
(v) promotes change and growth

(f) **Coordinating skills**
(i) demonstrates time management skills
(ii) designs effective meeting strategies
(iii) implements scheduling techniques

(g) **Delegating skills**
(i) selects tasks to be delegated based on an individual's competence
(ii) can clarify roles and clearly delegate responsibilities
(iii) provides constructive feedback to the delegate

(h) **Feedback and evaluation skills**
(i) able to monitor the performance of others
(ii) provides constructive feedback
(iii) participates in formal evaluation process
(iv) can describe and clarify evaluation process and content
(v) participates in individual personnel growth plan
(vi) uses appropriate record keeping and documentation

(I) **Learning and professional development skills**
(i) demonstrates knowledge of state professional guidelines/regulations/policies regarding employment of paraprofessionals
(ii) shares information regarding professional development

SUPERVISION GUIDELINES FOR A PARAPROFESSIONAL IN SPEECH-LANGUAGE PATHOLOGY

It is the speech-language pathologist's responsibility, in conjunction with the employing agency, to design and implement a supervision system that maintains the highest possible standards of quality. The amount and type of supervision required, should be based on a number of factors including the skills and experience of the paraprofessional in speech-language pathology, the needs of children and families served, the service setting, the tasks assigned, and other factors. More intense

supervision, for example, would be required in such instances as the orientation of a new paraprofessional, initiation of a new program, equipment, or task; or a change in child's status (e.g., medical complications).

As the supervisory responsibility of the speech-language pathologist increases, the direct service responsibilities of the speech-language pathologist must decrease. Functional assessment of the paraprofessional's skills with assigned tasks should be an ongoing, integral element of supervision. Service remains the responsibility of the supervising speech-language pathologist. Therefore, the level of supervision required is considered the minimum level necessary for the supervisor to retain direct contact with the individual served.

As a minimum, supervision of all paraprofessionals in speech-language pathology should be completed according to the following schedule:

1. The first 10 hours of direct child/family contact following training; and

2. Ten percent (10%) direct supervision of all sessions after the first 10 hours of child/family contact to include at least 1 in every 10 consecutive sessions.

The supervision plan developed by the supervising speech-language pathologist, the employing agency, and the paraprofessional must ensure that the supervisor will have direct contact time with the paraprofessional in speech-language pathology as well as with the children and youth served by the paraprofessional. During each week, data on every individual seen by the paraprofessional must be reviewed by the supervisor. In addition, direct supervision should be scheduled so that all individuals seen by the paraprofessional are directly supervised by the speech-language pathologist in a timely manner. Supervision days and time of day (morning/afternoon) may be alternated to ensure that all children/families receive some direct contact with the speech-language pathologist at least once every 2 weeks. Direct supervision means on-site, in-view observation and guidance while a direct service activity is performed. Supervision should provide information about the quality of the paraprofessional's performance of assigned tasks and should verify that direct service activity is limited to tasks specified in the paraprofessional's scope of responsibilities. Information obtained during direct supervision may include data relative to (a) agreement (reliability) between the paraprofessional and the supervisor on correct/incorrect recording of target behavior, (b) accuracy in implementation of screening and treatment procedures, (c) accuracy in recording data, and (d) ability to interact effectively with the child/family. In addition to direct supervision, indirect supervision is required and may include demonstration, record review, review and evaluation of audio- or videotaped sessions, interactive television, and/or supervisory conferences that may be conducted by telephone.

Additional direct and indirect supervision, beyond the minimum required, may be necessary depending on the skills of the paraprofessional and the needs of the child/family. The speech-language pathologist will review each individual plan as needed for timely implementation of modifications.

After the initial 10 hours of direct supervision, the amount of supervision may be adjusted depending on the competency of the paraprofessional, the needs of the children and families served, and the nature of the assigned tasks.

At no time should a paraprofessional in speech-language pathology perform tasks when a supervising speech-language pathologist cannot be reached by personal contact, phone, pager, or other immediate means. When multiple supervisors are used, the supervisors are encouraged to coordinate and communicate with each other.

ETHICAL RESPONSIBILITIES

It is important that speech-language pathologists who supervise paraprofessionals consider the Code of Ethics in their profession. The consumer must be informed about the use of paraprofessionals. The supervising speech-language pathologist and the paraprofessional must exercise extreme caution to avoid misrepresentation by implying that the paraprofessional is a speech-language pathologist.

As a supervisor of services, the speech-language pathologist shares with the employing agency responsibility for correction of inappropriate actions by paraprofessionals. The paraprofessional in speech-language pathology does not exist without the supervisor. Paraprofessionals are an accessory rather than an alternative to professional service. Supervisors who fail to provide appropriate supervision of paraprofessionals may be in violation of their profession's Code of Ethics.

CONCLUSION

Paraprofessionals in speech-language pathology may be used to supplement, enhance, and extend speech-language pathology services in intervention settings. A significant benefit of employing speech-language pathology paraprofessionals is the increase in frequency and intensity of service to children/families, resulting in an extension of the total number served.

The use of paraprofessionals in speech-language pathology in early intervention and educational settings is determined by the needs of the individuals served. The use of appropriately trained and supervised paraprofessionals provides an opportunity to enhance service delivery, and for speech-language pathologists to develop and refine supervisory skills by serving as supervisors of service delivery. Professionals perform at a supervisory level, corresponding with trends in education and early intervention in which qualified professionals are moving toward supervisory roles. In such a capacity they are responsible for developing service plans and supervising personnel. In early intervention and education, the move toward the use of paraprofessionals is increasing. Affirmation of this trend was provided in a recent report, "Issues and Trends in Special Education" for the Office of Special Education Programs (Hales & Carlson, 1992). This report, based on responses of

137 representatives in the field of special education, projected that paraprofessionals will have an increasing role in service delivery because of the critical shortage of special education personnel at all levels.

Varying service delivery models in schools and early intervention settings provide opportunities for the use of paraprofessionals in speech-language pathology with speech-language pathologists serving as supervisors. For example, a collaborative/consultation model, as one service delivery option (i.e., when the speech-language pathologist, educator, or early interventionist work together to facilitate a child's communication and learning in early intervention and educational environments), could be enhanced through the use of paraprofessionals who could assist in education and early intervention settings with practice and generalization of learned skills. The use of appropriately trained and supervised paraprofessionals is seen as a mechanism to achieve effective service outcomes within a cost-effective system of quality service delivery.

The Roles and Responsibilities
and
Requisite Knowledge
and
Skills, and Competencies

For

Three Levels of Speech-Language

Paraprofessionals

Note: Entries that differentiate Level 2 from Level 1 are emphasized in bold italics in the Level 2 table.

Entries that differentiate Level 3 from Level 2 are emphasized in bold italics in the Level 3 table.

January, 1997

Level 1: Roles and Responsibilities	Competencies/Skills	Knowledge
(1) **Member of professional/paraprofessional community:** (a) assists speech-language pathologist (SLP), in providing public relations linkage with others including staff members, parents and local community	(1) (a) can understand at a basic level the philosophical, historical foundations of communication intervention in relation to educational purposes (b) understands and follows ethical behavior	(1) (a) introductory information about scope of practice of SLP (b) professional code of ethics
(2) **Member of public education system regulated by federal, state, and local governing bodies:** (a) follows laws and regulations regarding rights of children/youth/parents	(2) (a) understands and can articulate legal and human rights of children/youth/parents	(2) (a) (i) basic information regarding legal and human rights of children/youth/parents (ii) basic information regarding educational laws and policies that govern services for persons with exceptionalities ages birth through 21 (iii) issues of confidentiality
(b) follows employers' policies and procedures for accessing job related entitlements and privileges (e.g., sick days, filing grievances, etc.)	(b) accesses information regarding administrative organization, and policies and procedures of employment setting	(b) (i) basic information regarding education, health and social service system relative to employment setting (ii) state/community/employer policies regarding job role
(3) **Member of local education community:** (a) interacts with other employees of the work setting as a team member	(3) (a) (i) performs duties assigned by supervising SLP (ii) demonstrates collaborative team work through appropriate communication, acceptance of responsibility, ability to implement suggestions, and participate in performance appraisal	(3) (a) (i) duties and limits of paraprofessional role and roles of other professionals (ii) collaboration skills

Level 1: Roles and Responsibilities	Competencies/Skills	Knowledge
(b) models appropriate interaction skills to learners incidentally through appropriate interaction with adults	(b) (i) uses appropriate speech and language structures in face-to-face and written communication (ii) uses conflict resolution skills (iii) reports problems to supervisor	(b) (i) basic grammar and communication skills (ii) general problem-solving strategies (iii) strategies for conflict resolution
(c) respects cultural and linguistic diversity	(c) demonstrates awareness of one's own culture and appreciation for cultural diversity	(c) (i) introduction to cultural and linguistic diversity and impact on educational services (e.g., role of culture in shaping attitudes toward education, exceptionalities, nonverbal and verbal communicative behavior, etc.) (ii) introduction to dialectal and linguistic differences
(d) participates with SLP in contributing to the development of expectations of the supervisory process and engages in relevant continuing education to upgrade information and skills	(d) identifies paraprofessional development needs and resources to meet those needs and applies knowledge and skills acquired from continuing education	(i) introductory knowledge of career paths and options (ii) basic information about changing professional practices

Level 1: Roles and Responsibilities	Competencies/Skills	Knowledge
(e) protects learner health/safety (i) maintains a clean, safe, and efficient learning environment (ii) promotes safety in the learning environment (iii) accompanies learner between assigned locations within educational setting and supervises learners in community learning environment (e.g., field trips) (iv) assists with self-care activities (e.g., feeding, toileting) following training (v) may manage medical emergencies until certified emergency professionals arrive (vi) assists in maintaining a consistent, positive emotional environment	(e) (i) implements infection control procedures (ii) implements health, safety, and injury prevention strategies and uses age appropriate directives (iii) uses appropriate procedures for moving students with physical exceptionalities (iv) can operate adaptive devices used by learner for self-care activities (v) administers emergency first aid or CPR when needed; can identify signs of medical emergencies, drug use, abuse, presence of firearms, or suicidal tendencies, and report to appropriate authority	(e) (i) basic infection control procedures (ii) health, safety, and injury prevention from infancy through school-age years (iii) knowledge of appropriate transfer strategies (iv) operation of adaptive devices used by learners with physical or sensory exceptionalities for self-care activities (v) first aid and CPR; signs of and procedures for reporting medical emergencies, suspected abuse, firearms, potential suicide; age activities/tendencies/ temptations
(f) assists SLP with research projects, ongoing in service training and public relations programs		
(4) **Member of educational service team:** (a) assists in array of noninstructional activities (e.g., clerical support; equipment maintenance)	(4) (a) types IFSP/IEP, completes mandated notice and consent forms, maintains records and files, schedules meetings, initiates phone contacts, photocopies and collates materials, prepares mail; can operate and perform basic maintenance on office/media equipment (e.g., copy machine, overhead projector, etc.)	(4) (a) record keeping, telephone protocol, function and maintenance of office equipment; function and basic maintenance of office/media equipment

Level 1: Roles and Responsibilities	Competencies/Skills	Knowledge
(b) assists in array of indirect instructional activities (e.g., constructs instructional materials, assembles bulletin board displays	(b) prepares and constructs materials for instruction specific to SLP; modifies materials for instruction in regular classroom, assists in the development of communication boards for nonverbal learners	(b) (i) special considerations of media/materials design and construction for learners with exceptionalities including those of cultural and linguistic diversity (ii) procedures for constructing instructional materials
(c) maintains assistive and prosthetic devices	(c) can operate and perform basic maintenance on assistive and prosthetic devices designed to provide communication accessibility	(c) function and maintenance of assistive and prosthetic devices designed to provide communication accessibility
(5) **Member of instructional team:** provides some direct services under direction from and monitoring by supervising SLP (a) assists with administration of broad-based speech screening programs (e.g., kindergarten screening) as prescribed in test manual	(5) (a) (i) can communicate with SLP using terminology associated with common characteristics of various exceptionalities (ii) reliably records acceptable and unacceptable responses on hearing and speech screening	(5) (a) (i) general overview of normal human development, including speech/ communication, motor, cognitive, and social/emotional (ii) overview of exceptionalities including health conditions and their effects on development and learning (iii) introduction to the procedures for administration of broad-based speech and hearing screening programs

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Level 1: Roles and Responsibilities	Competencies/Skills	Knowledge
(b) assists in reinforcement intervention (e.g., routine drill and practice activities introduced by SLP for the purposes of stabilization and generalization of targets); may work with individuals or small group of learners, and includes computer assisted instruction	(b) (i) implements practice and generalization activities demonstrated by SLP (ii) assists in managing student behavior and social interaction (iii) assists in the teaching and learning environment	(b) (i) general overview of philosophy and components of IEP/IFSP (ii) general information about instructional strategies for purposes of generalization and reinforcement (iii) individual/group behavior management and recording techniques (iv) environmental arrangement for different exceptionalities (e.g., positioning of learner that addresses special physical or sensory processing needs)
(c) documents learner performance	(c) use of recording, charting, graphing techniques	(c) types of data collection and documentation
(d) may assist in family/service provider(s) interactions (i) assists in the organization of parent education program (ii) assists in communication between non-English speaking families and service provider personnel	(d) (i) uses appropriate communication with family and others (ii) encourages participation of family in educational process	(d) (i) introduction to family-centered services (e.g., philosophy, family/school/community) (ii) appropriate strategies for communicating with family and others and/or translation (iii) continuum of options for the roles of families in service delivery

Level 2: Roles and Responsibilities	Competencies/Skills	Knowledge
(1) **Member of professional/paraprofessional community:** (a) **assists the SLP, in providing public relations linkage with others including staff members, parents and local community**	(1) (a) (i) **can articulate at a basic level the philosophical, historical foundations of communication intervention in relation to educational purposes** (ii) **understands and follows ethical behavior**	(1) (a) (i) **information about the scope of practice of SLP** (ii) **professional code of ethics**
(2) **Member of public education system regulated by federal, state, and local governing bodies:** (a) (i) **follows laws and regulations regarding rights of children/youth/parents** ***(ii) follows regulations specific to assessment, documentation, meetings, notification***	(2) (a) (i) **understands and can articulate legal and human rights of children/youth/parents** ***(ii) understands laws, regulations and policies regarding documentation, assessment, meetings and notification***	(2) (a) (i) **legal and human rights of children/youth/parents** ***(ii) educational laws and policies that govern services for persons with exceptionalities ages birth through 21*** (iii) **policies for documentation, meetings, due process, etc.** (iv) **issues of confidentiality**
(b) **follows employer policies and procedures for accessing job related entitlements and privileges (e.g., sick days, filing complaints, etc.)**	(b) **accesses information regarding administrative organization, and policies and procedures of employment setting**	(b) (i) **basic information of education, health and social service system relative to employment setting** (ii) **state/community/employer policies regarding job role**

Note: Entries that differentiate Level 2 from Level 1 are emphasized in bold italics in the Level 2 table.

Level 2: Roles and Responsibilities	Competencies/Skills	Knowledge
(3) **Member of local education community:** (a) interacts with other employees of the work setting as a team member	(3) (a) (i) performs duties assigned by supervising SLP (ii) demonstrates team work through appropriate communication, acceptance of responsibility, ability to take criticism	(3) (a) (i) duties and limits of paraprofessional role and roles of other professionals ***(ii) possible support roles for variety of communication needs (e.g., note taker, communication "coach," early childhood home visitor, etc.) and skills involved in fulfilling those roles*** (iii) collaboration skills ***(iv) models of service delivery including collaboration/consultation/integration of related services***
(b) models appropriate interaction skills to learners incidentally through appropriate interaction with adults	(b) (i) uses appropriate speech and language structures in face-to-face and written communication (ii) uses conflict resolution skills (iii) reports problems to supervisor	(b) (i) basic grammar and communication skills (ii) general problem-solving strategies (iii) strategies for conflict resolution
(c) respects cultural and linguistic diversity	(c) demonstrates awareness of one's own culture and appreciation for cultural diversity	(c) (i) introduction to cultural and linguistic diversity and impact on educational services (e.g., role of culture in shaping attitudes toward education, exceptionalities, non-verbal and verbal communicative behavior, etc.) (ii) introduction to dialectal and linguistic differences

Note: Entries that differentiate Level 2 from Level 1 are emphasized in bold italics in the Level 2 table.

Level 2: Roles and Responsibilities	Competencies/Skills	Knowledge
(d) participates with SLP in contributing to the development of expectations of the supervisory process and ***engages in relevant continuing education activities to upgrade information and skills***	(d) identifies paraprofessional development needs	(d) knowledge of continuum of career roles and career growth potential
(e) protects child health/safety (i) maintains a clean and efficient work environment (ii) promotes safety in the learning environment (iii) accompanies learner between assigned locations within educational setting and supervises learner(s) in community learning environment (e.g., field trips, ***work setting, etc.)*** (iv) assists with self-care activities (e.g., feeding, toileting) following training (v) may manage medical emergencies until certified emergency professionals arrive (vi) assists in maintaining a consistent, positive emotional environment ***(vii) informs supervising SLP of possible need for referral for nonemergency health related evaluations (e.g., eye or ear exams) based on learner complaints or performance***	(e) (i) implements infection control procedures (ii) implements injury prevention strategies and uses age appropriate directives (iii) uses appropriate procedures for moving students with physical exceptionalities (iv) use of adaptive devices for self-care activities (v) administers emergency first aid or CPR when needed; ***recognize symptoms of onset, and manage convulsive episodes;*** can identify signs of medical emergencies, drug use, abuse, presence of firearms, suicidal tendencies and report to appropriate authority ***(vi) identify behavioral signs of visual or auditory dysfunction***	(e) (i) basic infection control procedures (ii) injury prevention from infancy through school-age years (iii) appropriate transfer strategies (iv) adaptive devices used by learners with physical and sensory exceptionalities for self-care (v) first aid and CPR; ***causes, symptoms and procedures for managing convulsions;*** signs of and procedures for reporting medical emergencies, suspected abuse, firearms, potential suicide ***(vi) behavioral signs of visual or auditory dysfunction***
(f) assists SLP in research projects, ongoing inservice training and public relations programs		

Note: Entries that differentiate Level 2 from Level 1 are emphasized in bold italics in the Level 2 table.

Level 2: Roles and Responsibilities	Competencies/Skills	Knowledge
(4) **Member of educational service team:** (a) **assists in array of noninstructional activities (e.g., clerical support; equipment maintenance)**	(4) (a) **types IFSP/IEP, completes mandated notice and consent forms, maintains records and files, schedules meetings, initiates phone contacts, photocopies, collates materials, prepares mail, can operate and perform basic maintenance on office/media equipment (e.g., copy machine, overhead projector, etc.)**	(4) (a) **record keeping, telephone protocol, function and maintenance of office equipment**
(b) **assists in array of indirect instructional activities (e.g., construction of instructional materials, bulletin board assembly**	(b) **prepares and constructs materials for instruction specific to SLP; modifies materials for instruction in regular classroom, assists in the development of communication boards for non-verbal learners**	(b) (i) **special considerations of media/materials design and construction for learners with exceptionalities including cultural and linguistic diversity** (ii) **procedures for constructing instructional material**
(c) **maintenance of assistive and prosthetic devices**	(c) **can operate and perform basic maintenance on assistive and prosthetic devices designed to provide communication access (e.g., computers, auditory trainers, hearing aids, etc.)**	(c) **function and maintenance of assistive and prosthetic devices designed to provide communication access**

Note: Entries that differentiate Level 2 from Level 1 are emphasized in bold italics in the Level 2 table.

Level 2: Roles and Responsibilities	Competencies/Skills	Knowledge
(5) Member of instructional team: **provides some direct services under direction from and monitoring by supervising SLP** **(a) assists with administration of broad-based speech-language screening programs**	(5) (a) (i) can communicate with SLP using terminology associated with common characteristics and management of various exceptionalities (ii) ***discriminates between acceptable and unacceptable speech and language productions*** ***(iii) contrasts communication delays, disorders, differences*** (iv) ***administration and scoring procedures of broad-based hearing and speech-language screening instruments***	(5) (a) Introduction to: ***(i) normal processes of speech/language/ hearing, motor, cognitive, and social/emotional development (e.g., sequences)*** ***(ii) interrelationships of communication skills with other areas of development*** (iii) overview of exceptionalities including health conditions and their effects on development and learning ***(iv) effects of common medications on development and learning*** ***(v) practical phonetics including IPA symbols needed to understand speech assessment, common production errors, dialectal differences*** ***(vi) basic anatomy/physiology, with reference to specific communication disorders*** ***(vii) introduction to second language acquisition*** ***(viii) basics of the assessment/evaluation process (e.g., purposes, relationship between screening, assessment and intervention, types of assessment)***

Note: Entries that differentiate Level 2 from Level 1 are emphasized in bold italics in the Level 2 table.

Level 2: Roles and Responsibilities	Competencies/Skills	Knowledge
(b) administers and scores <u>OBJECTIVE</u> speech-language screening instruments as prescribed in test manual and assists with assessment of difficult-to-test learners (e.g., children with behavior problems, etc.)	***(b) administration and scoring of <u>OBJECTIVE</u> speech-language screening instruments***	***(b) procedures for administration and scoring of <u>OBJECTIVE</u> speech-language screening instruments***
(c) introduces, implements and monitors instructional plan developed by SLP. May work with individuals or small groups of learners as assigned by and under the direction and supervision of the SLP	***(c)*** ***(i) ability to understand and implement phases of instruction and components of instructional plan developed by SLP*** ***(ii) ability to manage student behavior and social interaction*** ***(iii) ability to manage teaching and learning environment***	(c) ***(i) general overview of philosophy and components of IEP/IFSP/ITP*** ***(ii) instructional strategies including but not limited to strategies for developing speech, language, aural habilitation,*** ***(iii) individual/group behavior management and recording techniques*** ***(iv) environmental arrangement for learners with physical or sensory exceptionalities (e.g., modification of environment to address special mobility or auditory processing needs)*** ***(v) handling/transferring strategies for learners with physical exceptionalities***
(d) may teach learner use and maintenance of assistive and prosthetic devices	***(d) teaching use and maintenance of assistive and prosthetic devices***	***(d) use and maintenance of assistive and prosthetic devices***
(e) documents learner performance	(e) use of recording, charting, graphing techniques	(e) types of data collection and documentation

Note: Entries that differentiate Level 2 from Level 1 are emphasized in bold italics in the Level 2 table.

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Level 2: Roles and Responsibilities	Competencies/Skills	Knowledge
(f) may function as home visitor (i) **assists** in the organization of family education program ***(ii) assists in gathering information from families/caregivers about their resources, priorities and day-to-day concerns connected with their child's development*** ***(iii) assists in families/caregivers information and assistance they can use to gain access to school and community resources and support services for their child*** ***(iv) collects and charts data about a child's developmental level during home visits*** ***(v) reports to supervising SLP on information obtained and provided during home visits*** ***(vi) consults with supervising SLP about the design of activities that fit into the family's daily routines and meet the child's needs***	(f) (i) uses appropriate communication with family and others (ii) encourages participation of family in educational process	(f) (i) introduction to family-centered services (e.g., philosophy, family/school/ community), (ii) strategies for appropriate communication when working with family and others (iii) continuum of options for the roles of families in service delivery ***(iv) effects of having a family member with an exceptionality on family functioning*** ***(v) role of family in IFSP/IEP process*** ***(vi) community services for families***
(g) participates in IFSP/IEP or staff meetings along with the supervising SLP		

Note: Entries that differentiate Level 2 from Level 1 are emphasized in bold italics in the Level 2 table.

Level 3: Roles and Responsibilities	Competencies/Skills	Knowledge
(1) **Member of professional community:** (a) ***In cooperation with the SLP***, provides public relations linkage between professionals in SLP and other people including staff members, parents, and local community	(1) (a) can articulate at a basic level the philosophical, historical foundations of communication intervention in relation to educational purposes (b) understands and follows ethical behavior	(1) (a) information about scope of practice of SLP ***and audiologist*** (b) professional code of ethics of SLP ***and related professions***
(2) **Member of public education system regulated by federal, state, and local governing bodies:** (a) (i) follows laws and regulations regarding rights of children/youth/parents (ii) follows regulations specific to assessment, documentation, meetings, notification	(2) (a) (i) understands and can articulate legal and human rights of children/youth/parents (ii) understands regulations regarding documentation	(2) (a) (i) legal and human rights of children/youth/ parents (ii) educational laws and policies that govern services for persons with disabilities ages birth through 21 (iii) policies for documentation, meetings, due process, etc. (iv) issues of confidentiality
(b) follows employer policies and procedures for accessing job related entitlements and privileges (e.g., sick days, filing complaints, etc.)	(b) accesses information regarding administrative organization, and policies and procedures of employment setting	(b) ***(i) information regarding organization and interagency linkages of education, health, and social service systems*** (ii) state/community/employer policies regarding job role

Note: Entries that differentiate Level 3 from Levels 1 and 2 are emphasized in bold italics in the Level 3 table.

Level 3: Roles and Responsibilities	Competencies/Skills	Knowledge
(3) Member of local education community: **(a)** **(i) interacts with other employees of the work setting** ***(ii) assists in implementing collaborative activities with other professionals***	(3) (a) (i) performs duties assigned to paraprofessional by supervising SLP (ii) demonstrates team work through appropriate communication, acceptance of responsibility, ***ability to take criticism***	(3) (a) (i) duties and limits of paraprofessional role and roles of other professionals (ii) possible support roles for variety of communication needs (e.g., notetaker, communication "coach," etc.) and skills involved in fulfilling those roles (iii) collaboration skills (iv) models of service delivery including collaboration/consultation/integration of related services
(b) models appropriate interaction skills to learners incidentally through appropriate interaction with adults	(b) (i) uses appropriate grammatical structures in face-to-face and written communication (ii) uses conflict resolution skills (iii) reports problems to supervisor	(b) (i) basic face-to-face and written communication skills (ii) general problem-solving strategies (iii) strategies for conflict resolution
(c) respects cultural diversity	(c) demonstrates awareness of one's own culture and appreciation for cultural diversity	(c) (i) introduction to cultural and linguistic diversity and impact on educational services (e.g., role of culture in shaping attitudes toward education, nonverbal and verbal communicative behavior, etc.) ***(ii) dialectal and linguistic differences***
(d) participates with SLP in contributing to the development of expectations of the supervisory process and engages in relevant continuing education activities to upgrade information and skills	(d) identifies paraprofessional development needs	(d) of continuum of career roles and career growth potential and ***sources of professional development***

Note: Entries that differentiate Level 3 from Levels 1 and 2 are emphasized in bold italics in the Level 3 table.

Level 3: Roles and Responsibilities	Competencies/Skills	Knowledge
(e) protects child health and safety (i) maintains a clean and efficient work environment (ii) promotes safety in the learning environment (iii) accompanies earner between assigned locations within educational setting and supervises learners in community learning environment (e.g., field trips, work site, etc.) (iv) assists with self-care activities (e.g., feeding, toileting) following training (v) may manage medical emergencies until certified emergency professionals arrive (vi) assists in maintaining a consistent, positive emotional environment (vii) informs appropriate personnel of possible need for referral for health related evaluations (e.g., eye or ear exams), based on learner complaints or performance	(e) (i) implements infection control procedures (ii) implements injury prevention strategies and uses of age appropriate directives (iii) uses appropriate procedures for moving students with physical exceptionalities (iv) use of adaptive devices for self-care activities (v) administers emergency first aid or CPR when needed; identify symptoms of onset and manage convulsive episodes; can identify signs of medical emergencies, drug use, abuse, presence of firearms, suicidal tendencies and report to appropriate authority (vi) identify behavioral signs of visual or auditory dysfunction	(e) (i) basic infection control procedures (ii) injury prevention from infancy through school-age years (iii) appropriate transfer strategies (iv) adaptive devices used by learners with physical and sensory exceptionalities for self-care (v) first aid and CPR; causes, symptoms and procedures for managing convulsions; signs of and procedures for reporting medical emergencies, suspected abuse, firearms, potential suicide, age activities/ tendencies/temptations (vi) behavioral signs of visual or auditory dysfunction
(f) assists SLP in research projects, ongoing inservice training and public relations programs		
(4) **Member of educational service team:** (a) assists in array of noninstructional activities (e.g., clerical support; equipment maintenance)	(4) (a) types IFSP/IEP, completes mandated notice and consent forms, maintains records and files, schedules meetings, initiates phone contacts, photocopies, collates materials, prepares mail and can operate and perform basic maintenance on office/media equipment (e.g., copy machine, overhead projector, etc.)	(4) (a) record keeping, telephone protocol, function and maintenance of office equipment

Note: Entries that differentiate Level 3 from Levels 1 and 2 are emphasized in bold italics in the Level 3 table.

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Level 3: Roles and Responsibilities	Competencies/Skills	Knowledge
(b) assists in array of indirect instructional activities e.g., construction of instructional materials, bulletin board assembly	(b) prepares and constructs materials for instruction specific to SLP; modifies materials for instruction in regular classroom, assists in the development of communication boards for nonverbal learners	(b) (i) special considerations of media/materials design and construction for learners with exceptionalities including cultural and linguistic diversity (ii) procedures for use of equipment for constructing instructional material
(c) maintenance of assistive and prosthetic devices	(c) can operate and perform basic maintenance on assistive and prosthetic devices designed to provide communication access (e.g., computers, auditory trainers, hearing aids, etc.)	(c) function and maintenance of assistive and prosthetic devices designed to provide communication access

Note: **Entries that differentiate Level 3 from Levels 1 and 2 are emphasized in bold italics in the Level 3 table.**

Level 3: Roles and Responsibilities	Competencies/Skills	Knowledge
(5) **Member of instructional team:** provides direct services ***with regular monitoring by the supervising SLP*** (a) ***administers and interprets*** broad-based speech-language screening programs as prescribed by test manuals and the supervising SLP (b) administers, scores and ***interprets*** individual OBJECTIVE speech-language screening and assessment instruments ***as prescribed by test manuals and under direction and supervision from SLP***	(5) (a and b) (i) can communicate with SLP using terminology associated with common characteristics of various exceptionalities (ii) discriminates between acceptable and unacceptable speech and language productions (iii) contrasts communication delays, disorders, differences (iv) administration and scoring of objective speech-language screening and assessment instruments	(5) (a and b) (i) knowledge of normal processes of speech/language/hearing motor, cognitive, and social/emotional development (e.g., sequences) ***(ii) current theories of factors impacting on normal speech-language development*** (iii) interrelationships of communication skills with other areas of development (iv) exceptionalities including health conditions and their effects on development and learning (v) effects of common medications on development and learning (vi) phonetics (vii) anatomy/physiology, with reference to specific communication disorders ***(viii) neurologic processes and conditions that affect communication and learning*** ***(ix) strategies to promote second language acquisition*** (x) the assessment process (e.g., purposes, relationship between screening, assessment and intervention, types of assessment (xi) procedures for administration, scoring and interpretation of objective speech-language screening and assessment instruments ***(xii) basic knowledge of statistical comparisons***
(c) groups and schedules assigned cases with consultation and approval from SLP	(c) ***use assessment data to refer students and to determine grouping and scheduling of assigned cases with consultation and approval from SLP***	

Note: Entries that differentiate Level 3 from Levels 1 and 2 are emphasized in bold italics in the Level 3 table.

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Level 3: Roles and Responsibilities	Competencies/Skills	Knowledge
(d) introduces, implements and monitors instructional plan for cases assigned ***(e) makes recommendations to the SLP regarding changes in the instructional plan***	(e) ***(i) ability to implement and monitor phases of instruction and components of instructional plan*** ***(ii) ability to manage student behavior and social interaction*** ***(iii) ability to manage teaching and learning environment***	(e) ***(i) comprehensive overview of philosophy and components of IEP/IFSP*** ***(ii) instructional strategies*** ***(iii) individual/group behavior management and recording techniques*** ***(iv) environmental arrangement for learners with physical or sensory exceptionalities (e.g., modification of environment to address special mobility or auditory processing needs)*** ***(v) handling/transferring strategies for learners with physical exceptionalities***
(f) may teach learner use and maintenance of assistive and prosthetic devices	(f) teaching use and maintenance of assistive and prosthetic devices	(f) use and maintenance of assistive and prosthetic devices
(g) documents learner performance	(g) use of recording, charting, graphing techniques	(g) types of data collection and documentation
(h) drafts basic summary reports of screenings, data collection, etc.	***(h) can summarize data and present it in written form using standard format***	***(h) basic report writing***

Note: Entries that differentiate Level 3 from Levels 1 and 2 are emphasized in bold italics in the Level 3 table.

Level 3: Roles and Responsibilities	Competencies/Skills	Knowledge
(i) may provide the following family services ***(I) organizes family education program (e.g., conferences, group meetings, home visits, libraries, etc.) in collaboration with supervising SLP*** (ii) may function as home visitor (e.g., gathers information from families/caregivers about their resources, priorities and day-to-day concerns connected with their child's development; provides families/caregivers information and assistance they can use to gain access to community resources and support services for their child; collects and charts data about a child's developmental level during home visits; consults with teachers/supervisors as they work with the family to design activities to meet the child's needs) (iii) may be designated as service coordinator for child and family under IFSP procedures (iv) participates in IFSP/IEP or staff meetings along with supervising SLP	(I) (i) uses appropriate communication with family and others ***(ii) describes effects of learner's exceptionality on family functioning*** ***(iii) describes role of family in IFSP/IEP process*** ***(iv) uses strategies to actively involve families in the IEP/IFSP process***	(I) ***(i) historical and current roles of families in family-centered services (e.g., philosophy, family/school/community; continuum of options for the roles of families in service delivery)*** (ii) strategies for appropriate communication when working with family and others ***(iii) strategies for identifying family resources, priorities, and concerns*** ***(iv) models of service delivery promoting family involvement*** (v) effects of having a family member with an exceptionality on family functioning (vi) role of family in IFSP/IEP process (vii) community services for families ***(viii) service coordination (e.g., definition, purpose, roles)***

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Note: Entries that differentiate Level 3 from Levels 1 and 2 are emphasized in bold italics in the Level 3 table.

Level 3: Roles and Responsibilities	Competencies/Skills	Knowledge
(a) Supervisor of Levels 1-3 speech/language paraprofessionals	(a) Interviewing skills (b) **Mentoring** (i) can clarify the roles and responsibilities of various levels of paraprofessionals (ii) can delineate lines of authority (iii) demonstrate/model behavior (c) **Communication** (i) can apply interpersonal skills (ii) demonstrates effective listening skills (iii) uses team-building skills (iv) exhibits effective written and oral skills to provide team management (d) **Problem solving** (i) can resolve conflicts (ii) can identify and clarify a problem (iii) can assume the perspective of another (e) **Motivation skills** (i) able to create a positive environment (ii) able to set achievable goals (iii) rewards goal achievement (iv) shows respect and acknowledge achievement of others (iv) promotes change and growth (vi) establishes and builds positive rapport	(a) understanding of the appropriate roles and responsibilities of Levels 1-3 SLP paraprofessionals and the requisite supervisory requirements for each level (b) understanding of the ethical and legal considerations in assigning responsibilities to personnel at various levels (c) understanding different work styles and personalities

Note: Entries that differentiate Level 3 from Levels 1 and 2 are emphasized in bold italics in the Level 3 table.

Level 3: Roles and Responsibilities	Competencies/Skills	Knowledge
	(f) Coordinating skills (i) demonstrates time management skills (ii) designs effective meeting strategies (iii) implements scheduling techniques **(g) Delegating skills** (i) selects tasks to be delegated based on an individual's competence (ii) can clarify roles and clearly delegate responsibilities (iii) provides constructive feedback to the delegate **(h) Feedback and evaluation skills** (i) able to monitor the performance of others (ii) provides constructive feedback (iii) participates in formal evaluation process (iv) can describe and clarify evaluation process and content (v) participates in individual personnel growth plan	

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Note: Entries that differentiate Level 3 from Levels 1 and 2 are emphasized in bold italics in the Level 3 table.